

**Standards of Quality and Effectiveness  
for Developing and Evaluating Programs  
of Professional Preparation for  
Reading/Language Arts Specialists in California**

**Commission on Teacher Credentialing  
Reading/Language Arts Specialist Advisory Panel  
State of California  
December 1990  
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## **Historical Statement**

California has long recognized the need for teachers with specialized training. Since the late 1800s specialist certification has been required for work in specific content areas or with special student populations.

In the 1960s, federal initiatives promoted the employment of specialist teachers of reading to prevent and correct reading difficulties. California responded by passing and establishing compensatory education programs for disadvantaged children (Fisher Bill, 1961; Miller-Unruh Reading Act, 1965; and McAteer Reading Act, 1976). The Miller-Unruh Act established reading programs in primary grades throughout the State of California. It also provided for the nomination and certification of exemplary classroom teachers to fill "Specialist of Reading" positions. These specialists of reading provided supplemental and remedial instruction to students with reading difficulties and staffed the newly created reading programs.

A "systems approach" characterized reading instruction during the mid-sixties. Materials with few instructional options, which included programmed workbooks for independent classroom work, were developed. Programs that included reading laboratories, management by objectives, organizing reading by discrete skills, and the charting of student progress on reading profiles became prevalent. Accountability and the mastery of reading skills were the major focus and the role of the teacher was minimized.

Legislators and members of the community recognized that there were serious educational problems in the state; the systems approach to literacy education was not working. It became apparent that the role of the teacher was critical to student achievement. There was a need to ensure that teachers and specialists who worked with students in the area of reading/language arts had advanced academic preparation.

A Task Force on Educational Reform was established in 1969 by Governor Reagan. The Task Force strongly recommended that training in reading instruction be mandated for all prospective teachers. It also recommended the establishment of a program to provide advanced professional preparation to teachers of reading to work with students and other teachers.

In response to the Task Force report, the Ryan Act (1970) was passed. The Commission on Teacher Credentialing was created to implement the law, to establish program evaluation guidelines and processes, and to monitor the quality of the credential programs. Educational requirements were established for all credentials in California, including reading. The Ryan Act mandated two reforms which had a specific impact on reading instruction: (1) it legislated a specific reading requirement at the preservice level; and (2) it established a separate Reading Specialist Credential, K-12, that required advanced academic work in reading instruction.

A shift from the diagnostic-prescriptive models of reading instruction to interactive models occurred in the 1980s. Meaning-centered, process-oriented, and integrated approaches to literacy education were supported by research, professional organizations and curriculum commissions at the state and federal levels. During the mid-1980s, the Commission on Teacher Credentialing began revising standards for all teaching credentials. In September 1988, a panel composed of reading educators from elementary, secondary, postsecondary, and graduate levels was formed. Its task was to develop new standards for the development of programs of professional preparation for the Reading/Language Arts Specialist Credential. The change in the credential title from Reading Specialist to Reading/Language Arts Specialist, reflects the practice in reading and language arts instruction in California and the nation.

All reading specialists in California are authorized under the same State statute. However, there are two types of credentials: The Reading Specialist Credential and The Restricted Reading Specialist Credential. The Miller-Unruh Reading Certificate is no longer issued. Reading specialists funded through the Miller-Unruh program must hold a Reading Specialist credential or a Restricted Reading Specialist credential.

The requirements differ for each type of Reading Specialist Credential. The Restricted Reading Specialist candidate must possess a Miller-Unruh Certificate issued prior to June 30, 1987 or have submitted an application prior to September 1, 1987. A candidate for the Reading Specialist Credential must complete a Commission approved program and be recommended by a California college or university with an approved reading specialist program.

This document, Standards of Quality and Effectiveness for Developing and Evaluating Programs of Professional Preparation for Reading/Language Arts Specialists in California, reflects current directions in Reading/Language Arts instruction and provides guidelines for the preparation of Reading/Language Arts Specialists who will become effective literacy leaders for California's multi-cultural population.

### **Rationale and Needs**

Reading and concomitant thinking skills are central to education. The abilities to read, to reason, and to learn are intertwined. American democracy relies not only on free access to information, but the ability to use, understand, analyze and evaluate that information. Therefore, literacy is fundamental to the effective functioning of a democratic society.

Literacy is also fundamental to equity. Dramatic changes in society as well as in our California school population call for comparable changes in the preparation of Reading/Language Arts Specialists. The challenges during the coming decades will be to provide literacy instruction to a population whose cultural and linguistic diversity poses ever increasing demands.

"To flourish and mature, it (reading) must be promoted and reinforced at every level from early childhood/elementary school through high school, college, and beyond. Effective reading requires relevant prior knowledge structure, intertwined with the ability to interpret critically and apply new information. The central objective of the school reading program is to promote maturity through reading. School-wide reading programs under the leadership of specialists in reading are fundamental to the development of a literate society. (International Reading Association, 1982, 1986.)"

### **Research: Cognition, Language, Teaching, and Learning**

The nature of the reading process and what readers must contribute to that process is better understood today than ever before. A decade of research supports the understanding that reading is an interactive process whereby the reader actively constructs the meaning of text based on the reader's knowledge of the world and how language represents the world of experience (Rumelhart and Ortony, 1977; Rumelhart, 1977; Bransford and Johnson, 1972; Bransford, Barclay and Franks, 1972, 1977; Anderson, Spiro, and Montague, 1977). Students have an active role in learning and reading comprehension.

Research reveals that an understanding of the ways in which readers' knowledge of events, situations, states, and actions provides a conceptual framework for understanding text. Schema theory provides researchers with a powerful model for understanding how knowledge is stored in memory, how knowledge bases are expanded, and how new information is learned. This perspective supports the view that prior knowledge is the foundation upon which new knowledge bases are expanded, and how new information is learned. It is a form of intellectual capital--the more operating capital readers have, the more they earn.

Processing and learning from written texts is cognitively demanding (Voss, 1984; Just and Carpenter, 1984; Brown, Campione and Day, 1981). The philosophy, practices and processes of teaching reading have changed because of the explosion of knowledge about cognition. The shift is from a skills or product approach to a process approach. Rather than teaching separate sub-skills, the inter-relationship of skills is now taught. The State of California Frameworks in Mathematics, Social Studies, and the English/Language Arts reflect this integration. Students learn a practical, problem-solving approach to processing text. There is also a shift away from a deficit model (something is missing in or wrong with the child) to a difference model (different children learn in different ways and at different rates) in such areas as literacy education, second language acquisition and special education.

State Curriculum Reform: The State of California has established three emphases for strengthening and enriching the language arts and reading curricula. First, the reading curriculum is to be based on excellent literature. Second, ideas in literature become the catalyst for weaving the language processes--reading, listening, speaking, and writing--into the curriculum. Third, the meaning in what students hear, say, read, and write becomes the focus of instruction. These emphases move toward a cognitive/humanistic approach.

Technology: The potential for technology to enhance the literacy process has not yet been fully realized. Developments in multimedia approaches are expected to change the nature of text materials significantly. Furthermore, Hypertext programs will allow the reading experience to be non-linear, permitting students to encounter information by following their own interests, structuring the reading experience as it progresses.

The Reading/Language Arts Specialist is in a position to provide leadership for computer and video technologies to be used as tools for problem-solving, critical thinking, and creativity.

Demographics: The changing demographics of California call for more attention to the needs of an increasingly heterogeneous school population. Our students come from diverse social, cultural, economic, and linguistic backgrounds. Many do not speak English or do not speak it as a native language. The trend toward increasing diversity will continue into the twenty-first century.

Earlier immigration patterns tended to be national waves with crests and foreseeable ebbs. In contrast, our present pattern of population change is constant, sustained, and characterized by great diversity of national origin. This, coupled with population mobility, places great demands on our schools. The Reading/Language Arts Specialist must respond to the divergent linguistic and cultural needs of all students by providing the expertise to both teach these children and to assist other teachers to meet the needs of their heterogeneous classes. They must also be prepared to work with students whose language and literacy skills are affected by poverty, substance abuse, domestic violence and other social factors.



## **Role of the Reading/Language Arts Specialist**

The role of the Reading/Language Arts Specialist is in transition. Historically, the Reading Specialist was primarily a remedial reading teacher working with students in isolation - isolation from other students, isolation from other teachers and isolation from the rest of the curriculum. Currently, this role is being broadened in response to changes in demographics, technology, state curriculum mandates, and in educational theory and practice. We are preparing reading specialists for multiple settings and roles:

- assessment and instruction of all students, including those with special needs;
- organization and administration of school site reading/language arts programs, including staff development and professional renewal; and
- collaboration with allied professionals, district-county personnel, and members of the community.

Although these roles are performed by Reading Specialists, they are also performed in part by educators with other titles: Chapter I Resource Teacher, SIP Coordinator, Reading Resource Teacher, Curriculum Resource Teacher and mentor teacher in Reading/Language Arts. We strongly advocate that all persons who perform any of these roles in the field of reading language arts be required to demonstrate attainment of the qualifications specified in Category V.

The roles of the Reading/Language Arts Specialist require an expertise which crosses the boundaries of all academic disciplines and deals with the universals of communication. Literacy skills are necessary for all students, at all grades, and in all classes. Therefore, the Reading/Language Arts Specialist needs a background in literature and training in working with students with special needs: second language learners, at-risk students, and mainstreamed students. One-to-one and small group instruction by the specialist in or out of the classroom are alternative strategies, but they need to be linked to the student's classroom instruction and the professional development of the teacher.

Assistance and Support for the Classroom Teacher: The Reading/Language Arts Specialist provides indirect service to students by working with the classroom teacher at all levels and in all subject areas. The specialist does demonstration teaching and group and individual specific curriculum planning. These responsibilities may include organizing and managing the language arts program, designing student activities and/or using technology in the reading program. The specialist is able to assess classroom climate and the use of effective teaching strategies for the purpose of assisting the teacher in creating a literacy learning environment.

Selection, Adaptation and Utilization of Instructional Materials: The Reading/Language Arts Specialist can provide leadership in the textbook selection process by developing an organizational plan and providing guidance in the application of textbook selection criteria. The Reading/Language Arts Specialist knows the wide variety of materials that are available and is skilled at selection and adaptation of commercial materials and designing teacher-made materials.

Staff Development and Inservice Education: The Reading/Language Arts Specialists have the communication and interpersonal skills to work effectively with teachers. They can plan professional development activities, including inservice education programs and serve as workshop or seminar leaders for teachers, administrators, parents and members of the community. They also engage in continuous self-evaluation and programs to meet their own professional growth needs.

Assesses Student Progress and Monitors Achievement: The Reading/Language Arts Specialists has clinical training and can assist teachers in assessing student needs and providing appropriate instruction in reading, writing, speaking and listening. Assessment informs the decisions that must be made about how best to help students. The specialists can assess students' academic needs, interests, attitudes and achievement.

Work with the Total School or District: The Reading/Language Arts Specialist has the ability to work with the total school or district to design effective reading and language arts programs, establish goals, objectives, and learning activities. This includes textbook evaluation and the sequencing, articulation and coordination of instruction. The Reading/Language Arts Specialist can assist in the evaluation of program effectiveness and assist in making the necessary modifications. Assistance may be needed in reviewing various grouping strategies, moving toward a literature-based reading program or holistic student assessment.

It is clear that Reading/Language Arts Specialists must be prepared to provide direct services to students--their historical role-- as well as assume a leadership role in the school and community. The standards in this document provide the basis for training Reading/Language Arts Specialists to fulfill their multiple roles and guide students to attain a level of independent language and thought -students who CAN read and write, students who CHOOSE to read and write.

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**Definitions of Key Terms**

**Standard**

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

**Factors to Consider**

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each feature defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional features, and may show how the program fulfills these added features. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the features related to that standard. In considering the several features for a standard, excellence on one feature compensates for less attention to another feature by the institution.

**Category I**

**Institutional Resources and Coordination**

**Standard 1**

**Program Design, Rationale and Coordination**

**Each Reading/Language Arts Specialist Credential Program has a cohesive design, clearly stated rationale, and is effectively coordinated.**

**Rationale**

To be well prepared, candidates need to complete Reading/Language Arts Specialist Credential Programs that are well designed and effectively coordinated.

**Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the program is logically organized and sequenced; the structure includes subject matter preparation and fieldwork which reflect the candidate's experiences, interests, and needs. This instruction is consistent with the administration of admissions, advisement, and evaluation.
- the program is effectively coordinated between the program's faculty and staff, and local districts and schools where candidates pursue field experiences.
- the program has an overall design which is consistent with the stated rationale and has a sound theoretical and scholarly basis, which is relevant to the contemporary conditions of schooling (such as recent demographic changes) and to issues in reading/language arts.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 2**

### **Institutional Attention to the Program**

**The institution gives ongoing attention to the effective operation of the Reading/Language Arts Specialist Credential Program, and addresses the program's administrative needs promptly.**

### **Rationale**

The quality and effectiveness of the Reading/Language Arts Specialist Credential Program depend in part on the attentiveness of institutional authorities to the program's administrative operation, effectiveness and needs.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the institution's administration supports the goals and purposes of the program, including the program coordinator in appropriate institutional decision-making bodies and promptly meets the administrative needs of the program.
- the institution has effective procedures to quickly resolve grievances and appeals by faculty, students and staff (such as allegations of discrimination).
- the institution ensures all members of the academic community are knowledgeable of the operating procedures related to this program.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **Standard 3**

#### **Resources Allocated to the Program**

**The institution annually allocates sufficient resources to enable the Reading/Language Arts Specialist Credential Program to fulfill the Standards in Categories I through V.**

#### **Rationale**

A Reading/Language Arts Specialist Credential Program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- adequate personnel are equitably provided to staff the program, including appropriate and sufficient numbers and positions for instructional faculty, field supervision, and program advisement to maintain an effective program.
- the program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials. It is recommended that staff and students have easy access to VCRs, televisions, videotapes libraries, computerized library catalogues, laser discs computers and satellite equipment, etc.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 4**

### **Qualifications of Faculty**

**Qualified persons teach all courses and supervise all field experiences in the Reading/Language Arts Specialist Credential Program.**

### **Rationale**

For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons who have a variety of experiences and backgrounds.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience directly related to her/his assignment(s) in the program.
- each faculty member who teaches courses has knowledge of current and traditional reading/language arts theory, research, and instructional practice.
- faculty are knowledgeable about local and global schools and classrooms and the unique reading/language needs of developmental and special students.
- the program operates within the institution's affirmative action and policy procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- faculty having a working knowledge of computers and video technology. It is recommended that faculty integrate computer and video technology into the credential program so that candidates gain hands on experience and facility with technology.
- faculty are knowledgeable about the special needs of less able learners as well as language minority students, theories of language development and language acquisition, primary language instruction and the relationship of all to English.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 5**

### **Faculty Evaluation and Development**

**The institution regularly evaluates the quality of courses and field experiences in the Reading/Language Arts Specialist Credential Program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and supports instructors and supervisors who are consistently effective.**

### **Rationale**

For the Reading/Language Arts Specialist Credential Program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be periodically assessed, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors must be identified and retained in the program.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the institution evaluates all courses at regular intervals of time, with appropriate input from candidates.
- faculty members use evaluations to improve instruction in the program and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.
- the institution recognizes excellence in teaching, and/or advising in appointing and promoting faculty members who serve in the program.
- the institution follows an equitable procedure for the identification of effective and ineffective course instructors, and removes from the program each instructor who has been persistently ineffective.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.



## **Standard 6**

### **Program Evaluation and Development**

**The institution carries out a comprehensive, ongoing system of program evaluation and development that involves faculty participants, community members, and local practitioners, and that leads to substantive improvements in the Reading/Language Arts Specialist Credential Program.**

### **Rationale**

To achieve high quality and full effectiveness, the Reading/Language Arts Specialist Credential Program must be evaluated comprehensively and continually by the institution and the candidates. These systematic evaluations form the basis for program development and improvement.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the institution has an ongoing system for evaluating the program on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- the institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, field personnel, employers of recent graduates, and candidates during their enrollment and following their completion of the program.
- improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about reading/language arts and schooling, and the identified needs of schools and districts in the local service region.
- the opportunities for community involvement in program evaluation and development are meaningful and substantive.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

**Category II**

**Program Admission, Support Services,  
and Recommendations for Certification**

**Standard 7**

**Admission of Candidates: Academic and Teaching Qualifications**

**Candidates admitted into a Reading/Language Arts Specialist Credential Program must have demonstrated appropriate academic achievement in their previous professional preparation.**

**Rationale**

The academic and teaching qualifications of credential candidates influence the quality and effectiveness of the Reading/Language Arts Specialist Program and the profession. In order to function as a Reading/Language Arts Specialist, candidates must have demonstrated excellence in basic understandings of the field.

**Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the institution uses multiple measures to define academic achievement.
- candidates for admission have successfully completed a Commission-approved Multiple/Single Subject Credential Program.
- candidates have successfully completed a minimum of one year of classroom teaching or its equivalent.
- the requirements for admission to the program (including grade point average) are at least comparable to other areas of advanced professional study at the institution.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 8**

### **Admission of Candidates: Personal Qualifications**

**Before admitting candidates to a Reading/Language Arts Specialist Credential Program, the institution determines that each individual has professional and personal qualities that suggest a strong potential for success and effectiveness as a Reading/Language Arts Specialist.**

### **Rationale**

Teaching is uniquely human in character; therefore, academic qualifications are essential, but not sufficient. In order to build on the human qualities that are essential for the effective teaching of reading/language arts, each prospective Reading/Language Arts Specialist must bring to the program appropriate personal characteristics and experiences.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the institution uses multiple procedures for determining each applicant's personal qualities and professional qualifications. e.g. personal interviews with candidates (e.g. written evaluations of the candidates' professional experiences students, candidates personal statement, grade point average, and GRE scores.
- the identification of the candidate's experiences, interests, and needs provides the basis for planning the candidate's course of study.
- the program's admissions criteria consider the candidates' sensitivity to the special needs of all children and youth: academically talented, special education, culturally and linguistically diverse.
- the institution has an admission process which may involve faculty who are knowledgeable about the special needs of all applicants.
- the individuals involved in the admission process are knowledgeable about the special needs of language minority students, theories of language development and language acquisition, primary language instruction and the relationship of all to English/Language Arts.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 9**

### **Admission of Candidates: Equity**

**The institution's admission policies and practices reflect a commitment to achieve a balanced representation of the population by age, gender, race, ethnicity, and handicapping conditions.**

### **Rationale**

California is a multicultural society. Professional programs should reflect this diversity in order to maintain the foundations of a democratic society.

### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:**

- the institution maintains active outreach programs to expand the representation of all groups.
- the institution uses multiple admissions criteria.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 10**

### **Availability of Program Information**

**The institution informs each candidate in the Reading/Language Arts Specialist Credential Program about (a) all requirements, standards and procedures that affect candidates' progress toward certification, and (b) all individuals, committees and offices that are responsible for operating each program component.**

### **Rationale**

To achieve professional competence and certification, candidates must receive appropriate and timely information about policies and requirements of the Reading/Language Arts Specialist Credential Program.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- early in the program each candidate is informed in writing about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the availability of required and elective classes by semester in the program (4) the legal requirements for Reading/Language Arts Specialist certification; and (5) specific standards and deadlines for making satisfactory progress in the program.
- early in the program each candidate is informed in writing about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 11**

### **Candidate Advisement and Placement**

**The institution provides appropriate faculty and staff to inform and advise Reading/Language Arts candidates in their academic, professional, and personal development, and to assist in their professional placement.**

### **Rationale**

Once an educational institution admits a candidate to the Reading/Language Arts Specialist Credential Program, it has an obligation to provide ongoing assistance to meet the candidate's academic and professional needs.

### **Factors to Consider**

***When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:***

- student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- the institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of appropriate employment upon completion of the program.
- student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 12**

### **Institutional Determination of Candidate Competence**

Prior to recommending a candidate for a Reading/Language Arts Specialist Credential, faculty, practitioners, administrator, program coordinator submit documentation determining the competence of the candidate to one or more person(s) responsible for the program. This ongoing documentation includes verification that the candidate has fulfilled the standards of professional competence and performance in Category V.

### **Rationale**

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made, as the level of literacy achievement of public school students may eventually depend upon the candidate's ability to teach effectively.

### **Factors to Consider**

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- there is a systematic summative assessment of each candidate's performance that encompasses the Standards in Category V, and is based on documents that are clear, fair, without bias and tested for effectiveness.
- person(s) responsible for the program recommend candidates for the Reading/Language Arts Specialist credential on the basis of a review of documentation and written verification of each candidate's competence and performance.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Category III**

### **Curriculum**

#### **Standard 13**

##### **Theoretical Foundations**

The program provides each candidate with an understanding of essential themes, concepts, skills, and strategies related to reading and the language arts. The program provides for the development of a professional perspective by critical examination of contemporary schooling policies; teaching practices in relation to fundamental issues; theories and research in language, cognition, teaching and learning; and the characteristics of a reflective scholar/practitioner.

##### **Rationale**

Prospective Reading/Language Arts Specialists must develop a philosophical and theoretical basis for making decisions regarding curriculum and instruction in reading/language arts.

##### **Factors to Consider**

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program:

- provides coursework that addresses historical, social, cultural, political and economic perspectives and their influence on curriculum and instructional issues in the language arts.
- surveys the study, theory and research related to instruction in Reading/Language Arts.
  - oral and written language development including emergent literacy;
  - cognition;
  - models of reading and writing;
  - assessment and evaluation;
  - literature-centered instruction, including cross-cultural study;
  - content area reading;
  - the reading and writing process;
  - effective teaching and effective schools.



- surveys the theory and research related to the special needs of language minority students:
  - first and second language acquisition
  - reading in the primary language and English
  - transition and reclassification procedures, e.g. sheltered English
  - literature centered instruction with a language and culture specific focus.
- builds upon and reinforces knowledge of human development.
- provides coursework that addresses the reading/language arts needs of special populations (e.g., less able readers, gifted readers, and learning handicapped readers).
- provides coursework on staff development and organizational change.
- provides coursework on theories of computer use and other technology.
- provides opportunities to demonstrate the relationships among theory, research, and practice.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 14**

### **Preparation for Translating Theory Into Practice**

**The program provides each candidate with instructional and professional practices that are logically derived from theoretical foundations.**

#### **Rationale**

A primary mission of the Reading/Language Arts Specialist Program is to provide candidates with models of effective teaching so that they will link theory with practice through direct experience.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program:**

- identifies course goals and objectives based on the theoretical foundations described in Standard 13.
- includes coursework which increases pedagogical content knowledge in the following areas:
  - reading, writing, listening, and speaking as processes.
  - the relationship between language processes and classroom instruction.
  - literature for children and young adults.
  - reading in the content areas.
  - the strategies and skills for learning to read and write, reading and writing to learn, and reading and writing for life.
  - multicultural/second language teaching strategies.
  - the leadership role of the Reading/Language Arts Specialist in the development, selection, and implementation of appropriate curriculum and instruction.
  - the identification, analysis, and selection of appropriate methods of assessment and evaluation.

- effective classroom management.
- student interest and learning styles.
- the identification, analysis, and the selection of appropriate methods of instruction for special populations (e.g., less able, gifted, learning handicapped).
- the selection and management of resources such as personnel, materials, and computer and video technology.
- the role that affect plays in learning (e.g. personal responses to literature, helping reluctant readers).
- instructional practices that promote equal access to literacy experiences for all students.
- multiple measures to assess the acquisition of positive attitudes toward reading language arts.
- the home/school connection.
- coursework that develops consultation and interpersonal communication skills.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 15**

### **Preparation for Crosscultural Education**

**The program provides each candidate opportunities for multicultural study and experiences, including the study of principles of first and second language acquisition, and a subsequent transition to English, and other successful approaches to the education of culturally and linguistically diverse students.**

#### **Rationale**

The Reading/Language Arts Specialist must be prepared to meet the needs of California's school population which is culturally and linguistically diverse.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program:**

- provides knowledge and skills which will assist the candidate in developing an awareness of and sensitivity to culturally and/or linguistically diverse students.
- includes knowledge about psychological and cultural factors in language acquisition, including, but not limited to the following:
  - the developmental stages of first and second language acquisition;
  - cognition, personality, memory, and motivation;
  - social norms and linguistic acceptability of register, dialect, and style;
  - models of socialization, value systems, and cultural change in the home, school, and community; and
  - the relationship of culture to verbal and nonverbal communication patterns.
  - familiarity with the literature that reflects the multicultural population in California.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 16**

### **Curriculum and Instruction: Development, Implementation, and Evaluation**

**The program provides each candidate with sufficient instruction to plan, implement, assess, and modify curriculum and instruction in relation to all of the Reading/Language Arts Specialist roles.**

#### **Rationale**

Curriculum is dynamic, not static. Therefore, the Reading/Language Arts Specialist must be able to provide leadership as a change agent for the creation of a literate environment; apply principles of curriculum development and of effective instruction; and effectively and creatively match students, curriculum, and instruction.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program:**

- provides direction in developing clear-cut and realistic program goals and objectives based on identified needs of the population.
- provides models for effective implementation of planning, including objectives, procedures, resources, and evaluation. Planning should be based upon the interests, strengths, and, developmental stages and needs of individual students.
- provides a knowledge base that will enable the appropriate selection and use of resources, including, but not limited to, personnel, materials, and computer and video technology.
- assures that each candidate will develop a variety of instructional techniques and strategies that will integrate the language processes by using literature. These will include, but not be limited to:
  - understanding the value of literature.
  - motivating students to see reading and writing as being desirable, pleasurable, useful and attainable.
  - encouraging students to become strategic, independent, and fluent readers and writers.

### Category III-Curriculum

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- providing equal access to literature and language arts for all students, both first and second language speakers.
- provides direction for modifying curriculum based upon the results of program evaluation.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 17**

### **Assessment and Evaluation of Students**

The program provides each candidate opportunities for the ongoing assessment and evaluation of students. Each candidate explores a variety of methods--formal and informal, individual and group, holistic and analytical--for identifying student interests, attitudes, needs, and progress in reading and language arts.

### **Rationale**

Assessment is a link between the students and the instructional program. Thus, the delivery of a curriculum must have as its basis effective assessment and evaluation of students' needs.

### **Factors to Consider**

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program:

- provides a knowledge base for selection and appropriate use of formal and informal measures of student readiness, progress, achievement, interests, and attitudes.
- provides a knowledge base for the construction of informal as well as the administration, interpretation, and evaluation of formal measures.
- provides the skills to communicate assessment results to teachers, administrators, and students.
- provides the skills to align instructional strategies, materials, and programs with assessment results.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

**Category IV**

**Field Experiences**

**Standard 18**

**Application Through Field Experiences**

**The program provides each candidate with field experiences that relate to the candidate's professional goals, which integrate theory and practice, and which provide an opportunity to demonstrate the competencies in Category V.**

**Rationale**

Individualized field experiences enable each candidate to demonstrate proficiency in the practice and adaptation of skills and strategies. These experiences may take place in a variety of appropriate settings such as university clinics and/or courses, school site laboratories and classrooms.

**Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the program:**

- assures a planned sequence of field activities which include:
  - the direct and meaningful application of theories and principles that are taught in the program; and
  - opportunities for candidates to analyze and evaluate the experience on the basis of these theories and principles.
- assures that all participants in the field experience are oriented to program goals, purposes and evaluation procedures and expectations for the Reading/Language Arts Specialist candidate.
- assures that the field settings are appropriate for the candidate and for the attainment of program goals.
- provides ongoing guidance, assistance, and feedback that encompass all of the Standards in Category V.
- documents each candidate's performance and the attainment of Standards 19 through 24 using multiple measures.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.



**Category V**

**Candidate Competence and Performance**

**Standard 19**

**Application of Theoretical Foundations**

The candidate articulates and applies an understanding of theoretical foundations of different approaches to teaching reading and language arts; of contemporary schooling policies; of teaching practices in relation to fundamental issues; of theories and research in language, cognition, teaching and learning, assessment and evaluation; and of the characteristics of a reflective scholar/practitioner.

**Rationale**

Reading/Language Arts Specialists reflect a diversity of theoretical perspectives. Specialists must be able to identify the various theoretical perspectives, related to reading/language arts, including those which support as well as oppose their views.

**Factors to Consider**

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which to which each candidate:

- can explain his/her theoretical positions to administrators, colleagues, students, and parents.
- provides a rationale for decisions affecting choices of curriculum and instructional strategies for first and second language learners; demonstrates ability to develop and implement curriculum and instruction reflecting this rationale.
- identifies, describes, and critiques the theoretical positions of authors, instructional materials, state frameworks, state guidelines, district curriculum guides and evaluation materials.
- can demonstrate an openness and responsiveness to new ideas and becoming a life long learner.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 20**

### **Curriculum and Instructional Practices**

**In a variety of settings, the candidate demonstrates effective instructional practices that reflect an understanding of the underlying theoretical foundations of teaching reading/language arts.**

#### **Rationale**

Reading/Language Arts Specialists should have consistency between their theory and practices.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:**

- can apply program goals and objectives based upon identified needs of the student populations.
- can apply instructional strategies that foster language acquisition.
- can provide appropriate and varied instruction using techniques and strategies with literature as the catalyst for enabling language processes across all subject areas.
- can provide appropriate and varied literacy experiences, materials and technologic, reading, writing, speaking, and listening abilities.
- can provide for students' varied interests and learning styles.
- can select and implement effective classroom management strategies (e.g., cooperative/collaborative learning, peer counseling.)
- can make the appropriate selection and use of resources, including, but not limited to, personnel, materials and computer and video technology.
- can demonstrate the application of teaching strategies that insure all students receive equal access to a quality reading and language arts curriculum.
- can provide quality instruction in a variety of settings which may include a clinic, a resource room and regular classroom working with a total class, a small group, or an individual student.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 21**

### **Crosscultural Practices**

**The candidate demonstrates the ability to teach, understand and respect students who are different from the candidate. Those differences include ethnic, cultural, gender, linguistic, and socio-economic differences.**

#### **Rationale**

The Reading/Language Arts Specialist must be able to establish and maintain relationships with all students. In addition, Reading/Language Arts Specialists must be able to assist other teachers, administrators, and personnel in understanding the reading and language arts needs of a diverse population.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:**

- demonstrates the ability to teach students who are culturally and linguistically diverse in ways that develop strong self esteem in students.
- demonstrates knowledge, understanding, awareness, and respect for cultural and linguistic diversity by the varied and effective use of:
  - teaching strategies, including primary language instruction
  - literature which reflect students' language and cultural background
  - assessment and evaluation techniques; and
  - classroom management and improvement.
  - research on learning styles
- demonstrates an understanding of and sensitivity to social and political issues which may affect students' reading and language arts skills. (e.g., immigration, changing family structures, drop-out problems, racism and urbanization).
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 22**

### **Student Assessment and Evaluation**

**The candidate demonstrates the ability to assess students' needs, interests, attitudes and achievement by using a variety of measures: formal and informal, individual and group, holistic and analytical.**

#### **Rationale**

A variety of measures should be used as indicators of the student's performance. Schools are social settings and Reading/Language Arts Specialists should be able to conduct a broad-based assessment of a student in a socio-cultural context.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which each candidate:**

- evaluates, constructs, selects, and uses a variety of measures to identify and assess competencies, student needs, readiness, progress, achievement, interest, attitude and content to be learned.
- uses a variety of methods and technologies to assess students, and can align instructional strategies, materials, and programs with assessment results.
- evaluates and selects appropriate teaching strategies to assure relevant skills, ideas, values or topics based on the results of assessments.
- effectively communicates assessment results to teachers, administrators, parents, and students.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

### **Standard 23**

#### **Learning Climate: Motivation and Rapport**

**The candidate establishes and sustains a level of student rapport and a classroom environment which promote learning and equity. Such an environment fosters mutual respect among persons with diverse needs, interests and learning styles.**

#### **Rationale**

To realize their educational goals and potential, students must feel respected in a school environment which encourages collaborative learning. Each Reading/Language Arts Specialist must establish and maintain respectful relationships with students.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:**

- establishes a positive rapport with students in a variety of appropriate ways (e.g., the use of verbal and nonverbal communication, physical proximity, and physical contact).
- establishes a productive learning environment that includes clearly-stated expectations regarding student conduct (e.g., group process discussions).
- communicates and interacts respectfully with students on individual or group basis, and reinforces respectful interactions among the students in the class.
- responds effectively to negative affect: poor self-esteem, self-defeating learning strategies, learned helplessness, resistance, and high stress levels.
- involves students in their own learning so that it is personally and immediately relevant to them.
- utilizes classroom management strategies (e.g., cooperative/collaborative learning) appropriate to instructional ends or goals.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

## **Standard 24**

### **Leadership and Professional Development**

**The candidate demonstrates a professional perspective by engaging in activities and experiences which promote leadership and ongoing professional development.**

#### **Rationale**

The role of the Reading/Language Arts Specialist encompasses teaching, resource and leadership responsibilities. Candidates completing the program must be prepared to work with students, teachers, administrators, allied professionals, district/county office personnel and community members.

#### **Factors to Consider**

**When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which the candidate:**

- demonstrates the capacity to plan, implement, and evaluate a program.
- demonstrates a willingness to work constructively with peers, parents, administrators, allied professionals, district/county office personnel and community members.
- exhibits the ability to provide professional leadership through the planning, presentation and evaluation of inservice programs and other staff development activities.
- can locate and use appropriate resources, including professional literature and computer and video technology.
- demonstrates the ability to model effective teaching strategies.
- participates in professional activities and organizations relating to ongoing professional development, shares this professional growth information with colleagues.
- can demonstrate leadership in modifying curriculum based upon program evaluations.
- remains current with research and its application to classroom practices.
- the program meets other factors related to this standard of quality brought to the attention of the team by the institution.

**Preconditions for the Approval of Education Programs  
for Specialist and Services Credentials**

Most associations that accredit postsecondary institutions establish “preconditions” to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution’s eligibility; the actual approval or accreditation of programs, schools or institutions is based on standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be fully accredited by the Western Association of Schools and Colleges (WASC). The preconditions were approved by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to precondition 10 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule explaining when each will be expected to perform this responsibility.

### **Preconditions Established by the Commission**

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.
- (2) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (3) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.



**Preconditions Established by State Law**

- (7) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).
- (8) A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate to pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Education Code Section 4422(b)(6).
- (9) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).

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